English 471 Studies in Chicano/a Literature:

M/W/F: 10:00-10:50, Rayzor 305
Instructor: Dr. José Aranda Rayzor 309, x2481
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The Mexican American Novel in the Spanish Language Press of the U.S.

Course Description:

This course grows out of Recovering the U.S. Hispanic Literary Heritage Project. For over the last twenty years, a consortium of scholars, archivists, and linguists, mostly from the U.S. but also Mexico, have recovered authors and texts, who today we would recognize as Latina and Latino literary foremothers and forefathers, from the colonial period up to 1960. By Latina/Latino, the Recovery Project means writers and texts important to a number of Hispanic communities, including Mexican American, Puerto Rican, Cuban American, Dominican American, to name a few. While much has been recovered and published (even republished), as well as translated into English, some even published in their original English, the vast majority of this archive is written in Spanish. This is especially true of the literature one finds in the Spanish language press. The origins of the Spanish language press in the U.S. lies in the mid to late 1700s; in fact, one can factually say that the Spanish language press predates even the American Revolution of 1776.

This course takes up the critical challenge to translate this literature into English, thereby increasing the ability of instructors and students to access such texts. A sophomore level ability to read in Spanish will be useful in this class. The class will be conducted in English, and a good number of the literary texts examined will also be in English, but the focus of the course is to translate into English novels that appeared in serialized form in the Spanish language press of the U.S. The first half of the course will be devoted to understanding how translation works, and also studying some examples of Mexican American literature from the early 20th century that have been recently translated. We will also be studying a few examples of early Mexican American literary texts from the same period that were originally published in English. These latter texts will guide us when producing our own translations; we will attempt to translate into English in a manner appropriate to the period. Our first novel to translate, Los Pochos, by Jorge Ainslie, was published in 1934 in La Prensa, a well-known Spanish language newspaper of San Antonio, Texas. Along the way, the class will also produced annotated footnotes to accompany the translation. Our goal is to create a college level translation of the novel. Eventually, I will seek a publisher for these translations, and every student who translated will have a byline in the acknowledgement page for hers or his efforts. One last thing to note: for the

actual translation, students will work in teams; we will then use class time to workshop together translations, looking to enhance translations but also create a consistent literary style for the entire work. If time permits, we will translate a second novel by the same author.

Course Objectives

1. To understand what are the major historical periods underwriting Mexican American Literature.

2. To understand the institutional history and evolution of the Recovery Project.

3. To understand how to differentiate the aesthetics and ideologies involved with translations of literary texts.

4. To understand how to conduct research with a digital humanities archive.

Course Policies

Attendance: Each student will be allowed up to 3 excused/unexcused absences. After the 3rd absence, the student will meet with the professor to discuss hers/his future in the course.

Participation: All students are expected to have completed the assigned readings for each day and to be ready to discuss those readings with the professor and with each other.

Computers: Students may use computers in the classroom only in the service of the course.

Due Dates: Assignments are due as stated on the syllabus or announced by the professor. Late papers will be deemed ineligible for revision unless there is a prior arrangement or prior illness or family emergency.

Rewrite Policy: Writing assignments may be rewritten. Revisions must be turned in within two weeks after receiving an initial grade. The better of the two grades will stand.

Honor Code: Please familiarize yourself with Rice University's Honor Code, available online (http://honor.rice.edu/). All writing assignments must be your original work. Plagiarism can result in automatic failure for the course and/or disciplinary action. If you have any questions about what constitutes plagiarism, please ask.

Disability Policy: If you have a documented disability that requires academic accommodation, please see me during the first two weeks of class. Any arrangements made will be confidential. Students with disabilities will also need to contact Disability Support Services in the Ley Student Center.

Written Assignments and Grades

There will be two written assignments during the semester: one 2-3 pages long, and one 7-8 pages long. The due dates for the writing assignments are noted in the syllabus. A project involving translation will be due by the last day of classes, and it is worth 40% of your final grade. The long paper is worth 40% of the final grade. The short paper will be worth 20% of the final grade. All assignments can be either turned in class or dropped off in Dr. Aranda's mailbox in the Department of Spanish & Portuguese. Only hardcopies will be evaluated.

Before Spring Break, the class will be divided into pods of translation teams, 3-4 students per pod. Each pod will be responsible for translating assignments. Assignments will be announced during class. Pods will also be responsible for producing annotated footnotes for their translations when appropriate. Each pod member is responsible for their own individual translation/footnoting duties. Students will be evaluated holistically for their ability to work in a team, meet deadlines, contribute to translations, and present translations in class.

Reading Schedule

Week 1

Jan 12 M Course Introduction

Jan 14 W Lecture: Chicana/o History

Jan 17 F Lecture: What's at stake as Humanists?

Week 2 Translation Theory

Jan 19 M MLK Day, no class

Jan 21 W Lefevere, Translating Literature , Chapter 1

Jan 23 F Lefevere, Translating Literature, Chapter 2

Week 3 Translated Recovered Text

Jan 26 M Espinoza, Under the Texas Sun

Jan 28 W Espinoza, Under the Texas Sun

Jan 30 F Espinoza, Under the Texas Sun

Paper prompt delivered.

Week 4 **Translated Recovered Text**

Feb 2 M Daniel Venegas, The Adventures of Don Chipote

Feb 4 W Daniel Venegas, The Adventures of Don Chipote

Feb 6 F Daniel Venegas, The Adventures of Don Chipote

Week 5 **Translating Culture for a U.S. Readership**

Feb 9 M The Collected Stories of María Cristina Mena

Feb 11 W The Collected Stories of María Cristina Mena

Feb 13 F The Collected Stories of María Cristina Mena

Due today: 2-3 pg. paper

Week 6 **Translating Culture as Historical Preservation**

Feb 16 M Jovita Gonzalez, The Women Who Lost Her Soul and Other Stories

Feb 18 W Jovita Gonzalez, The Women Who Lost Her Soul and Other Stories

Feb 20 F Jovita Gonzalez, The Women Who Lost Her Soul and Other Stories

Week 7 **San Antonio's La Prensa and the Serial Novel**

Feb 23 M Jorge Ainslie, Los Pochos

Feb 25 W Jorge Ainslie, Los Pochos

Feb 27 F Jorge Ainslie, Los Pochos

Week 8 March 2-6 Spring Break

Week 9 **Translating Ainslie's Los Pochos**

Mar 9 M In class Pod translations

Mar 11 W In class Pod translations

Mar 13 F In class Pod translations

Due today: 7-8 page paper.

Week 10 **Translating Ainslie's <u>Los Pochos</u>**

Mar 16 M Translation Pods Meet

Mar 18 W Workshop Pod translations

Mar 19 F Workshop Pod translations

Week 11 **Translating Ainslie's <u>Los Pochos</u>**

Mar 23 M Translation Pods Meet

Mar 25 W Workshop Pod translations

Mar 27 F Workshop Pod translations

Week 12 **Translating Ainslie's <u>Los Pochos</u>**

Mar 30 M Translation Pods Meet

Apr 1 W Workshop Pod translations

Apr 3 F Midterm Recess

Week 13 **Translating Ainslie's <u>Los Pochos</u>**

Apr 6 M Translation Pods Meet

Apr 8 W Workshop Pod translations

Apr 10 F Workshop Pod translations

Week 14 **Translating Ainslie's <u>Los Pochos</u>**

Apr 13 M Translation Pods Meet

Apr 15 W Workshop Pod translations

Apr 17 F Workshop Pod translations

Week 15 **Translating Ainslie's <u>Los Pochos</u>**

Apr 20 M Translation Pods Meet

Apr 22 W Final Review of Translations

Apr 24 F Final Review of Translations

Required Texts

Jorge Ainslie, Los Pochos, PDFs

Conrado Espinoza, Under the Texas Sun, (Arte Público Press ISBN 978-1-55885-480-2)

Jovita González, The Woman Who Lost Her Soul and Other Stories, (Arte Público Press ISBN 978-1-55885-313-8)

André Lefevere, Translating Literature: Practice and Theory in a Comparative Literature Context (PMLA ISBN-13 978-0873523943)

María Cristina Mena, The Collected Stories of María Cristina Mena, (Arte Público Press ISBN 978-1-55885-211-5)

Daniel Venegas, The Adventures of Don Chipote, (Arte Público Press ISBN 978-1-55885-297-2)